



SC Annual School Report Card Summary

Timberland High

Berkeley

Grades: 9-12

Enrollment: 883

Principal: Dave Barrow

Superintendent: Dr. J. Chester Floyd

Board Chair: Douglas Cooper

PERFORMANCE

Comprehensive detail, including definitions of ratings, performance criteria, and explanations of status, is available on www.ed.sc.gov and www.eoc.sc.gov as well as school and school district websites. Printed versions are available from school districts upon request.

YEAR	ABSOLUTE RATING	GROWTH RATING	PALMETTO GOLD/SILVER AWARD	AYP STATUS	NCLB IMPROVEMENT STATUS
2008	Average	Below Average	TBD	Not Met	N/A
2007	Average	Average	N/A	Not Met	N/A
2006	Below Average	At-Risk	N/A	Not Met	N/A

ABSOLUTE RATINGS OF HIGH SCHOOLS WITH STUDENTS LIKE OURS*

EXCELLENT	GOOD	AVERAGE	BELOW AVERAGE	AT-RISK
3	4	13	2	1

* Ratings are calculated with data available by 02/17/2009. Schools with Students like Ours are High Schools with poverty indices of no more than 5% above or below the index for this school.

HIGH SCHOOL ASSESSMENT PROGRAM(HSAP) EXAM PASSAGE RATE(%): SECOND YEAR STUDENTS

	Our High School		High Schools with Students Like Ours	
	2007	2008	2007	2008
Passed 2 subtests (%)	68.6%	74.1%	71.5%	72.7%
Passed 1 subtest (%)	18.8%	9.5%	15.8%	14.1%
Passed no subtests (%)	12.6%	16.4%	13.2%	13.3%

HSAP PASSAGE RATE (%) BY SPRING 2008

	Our High School	High Schools with Students Like Ours
	89.9%	91.4%

ON-TIME GRADUATION RATE

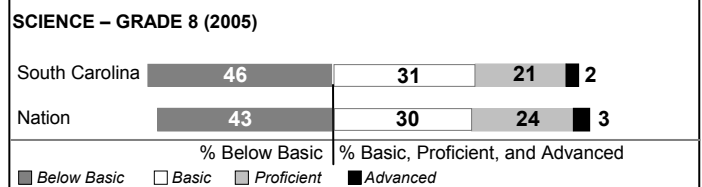
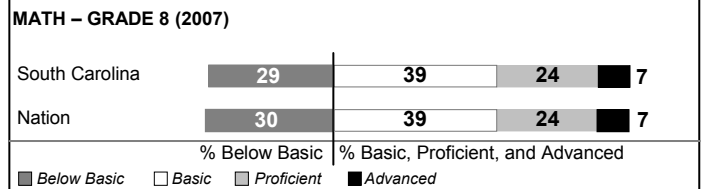
	Our High School	High Schools with Students Like Ours
Number of students	228	193
Number of Diplomas	150	138
Rate (%)	65.8%	74.6%

END OF COURSE TESTS - 2008

% of students scoring 70 or above on:	Our High School	High Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	51.0%	65.3%
English 1	56.8%	53.8%
Physical Science	82.1%	39.5%
All Tests	55.6%	51.7%

NAEP PERFORMANCE*

* Performance reported for SC and nation, data not available at school level. Percentages at NAEP Achievement Levels.



SC PERFORMANCE GOAL

2010 Goal:

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

2020 Goal: TBD

Abbreviations Key

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample TBD To be determined

NI Newly Identified CSI Continuing School Improvement CA Corrective Action RP Plan to Restructure R Restructure DELAY School Improvement Status HOLD School Improvement Status

Timberland High [Berkeley]

SCHOOL PROFILE

	Our School	Change from Last Year	High Schools with Students Like Ours	Median High School
Students (n=883)				
Retention rate	3.5%	Up from 1.8%	5.8%	6.1%
Attendance rate	93.1%	Down from 94.4%	94.5%	95.0%
Eligible for gifted and talented	0.0%	No Change	7.4%	8.3%
With disabilities other than speech	15.5%	Down from 16.1%	14.7%	13.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.8%	Down from 7.3%	1.2%	1.5%
Enrolled in AP/IB programs	3.4%	Up from 3.3%	6.5%	11.4%
Successful on AP/IB exams	N/A	N/A	27.7%	54.3%
Eligible for LIFE Scholarship	29.7%	No Change	29.0%	30.5%
Annual dropout rate	6.9%	Up from 6.1%	4.8%	3.5%
Career/technology students in co-curricular organizations	8.7%	Up from 8.0%	8.2%	3.1%
Enrollment in career/technology courses	578	Up from 545	563	559
Career/technology students attaining technical skills	76.6%	Up from 74.8%	78.0%	79.6%
Teachers (n=62)				
Teachers with advanced degrees	61.3%	Up from 54.7%	57.4%	57.4%
Continuing contract teachers	56.5%	Down from 62.5%	64.5%	69.6%
Teachers with emergency or provisional certificates	10.5%	Down from 13.8%	11.5%	8.7%
Teachers returning from previous year	76.7%	Down from 79.3%	83.8%	85.0%
Teacher attendance rate	95.2%	Down from 95.9%	95.3%	95.4%
Average teacher salary	\$47,494	Up 7.5%	\$45,792	\$46,061
Classes not taught by highly qualified teachers	0.9%	No Change	7.1%	4.3%
School				
Principal's years at school	2.0	Up from 1.0	3.0	3.0
Student-teacher ratio in core subjects	18.5 to 1	Down from 24.3 to 1	24.8 to 1	25.4 to 1
Prime instructional time	87.0%	Down from 89.1%	88.5%	89.1%
Dollars spent per pupil*	\$9,300	Up 14.8%	\$7,553	\$7,279
Percent of expenditures for teacher salaries*	49.7%	Down from 51.8%	52.7%	55.3%
Percent of expenditures for instruction*	53.8%	Down from 58.1%	60.5%	60.8%
Opportunities in the arts	Excellent	No Change	Good	Excellent
SACS accreditation	Yes	No Change	Yes	Yes
Character development program	Excellent	No Change	Good	Good
Modern Language Program Assessment	N/A	N/A	Average	Good
Classical Language Program Assessment	N/A	N/A	N/A	Average
% of AYP objectives met	70.6%		88.2%	90.5%

* Prior year audited financial data available.

EVALUATION RESULTS

	Teachers	Students*	Parents*
Number of surveys returned	61	196	87
Percent satisfied with learning environment	90.2%	64.3%	69.4%
Percent satisfied with social and physical environment	91.8%	72.8%	67.1%
Percent satisfied with school-home relations	65.0%	76.5%	69.0%

*Only students at the highest high school grade level at this school and their parents were included.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Timberland High School has a School Improvement Council that serves as the planning team for the school. Since the establishment of the team, channels of communication have been opened to create an atmosphere of support for new ideas. The council has been the key to this communication and provides significant input for this report.

We used several initiatives last year to address the needs of our students. This was the third year for the Ninth Grade Academy, which helps to ease the transition from middle to high school. We continued to use Measures of Academic Progress (MAP) tests as pre- and post-assessment to determine student academic achievement and student growth. Parents continued to use our In-Touch software to keep abreast of their children's academic progress. We implemented Credit Recovery during the school day and after school to address the needs of students who failed two or more courses, giving them the opportunity to retake the class(es) in a computer lab using NovaNet. In addition to Credit Recovery, Virtual Schools provides an opportunity for students to take courses online. Students who scored below standards on the HSAP were placed in Math and ELA Academic Learning Classes. An HSAP campaign that focuses on Math was launched this year. We continue to offer SAT/ACT prep classes and workshops to help our students prepare for the SAT/ACT. In order to recognize academic achievements, we implemented the Renaissance Core Values – Academic Excellence, High Expectations and Accountability, Safe and Caring Environment, and School Spirit – and we rewarded those students quarterly who demonstrated these values. The High Schools That Work program was implemented this year. It is a model that focuses on student achievement and learning. As a part of this program, four focus teams were established.

With these initiatives in place, Timberland had many successes. This graduating class had two Palmetto Fellows; the class of 2008 won in excess of three million dollars in scholarship money. We had several students win first place in DECA state competitions, and two won national DECA scholarships. A number of students placed in FBLA state competition and will represent THS at national competition this summer. Several students competed in the 2008 Skills USA, with one student continuing to the Skills USA Nationals.

We had many successes in athletics during the 2007-2008 school year. Our football team was the Regional Champions. Our softball team was the Regional Champions, and the baseball team was the Regional Runners-up. Several students were recognized on the all star/all state teams, and four seniors were awarded full athletic scholarships in their sport of choice.

Timberland will continue to work diligently to become the best school in South Carolina. To enhance this process, we must continue to develop a plan to get our community and parents more involved in school activities along with the continued collaboration and cooperation among teachers. We welcome this challenge.

Dave Barrow, Principal

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